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ABSTRACT

In September 1997, more than 900 corporate leaders, educators, work force development professionals, coalition members, employment and training specialists and government officials participated in a conference focused on the new realities in the work force and workplace. The conference featured papers on such topics as the implications of a global economy for employers, workers, and communities and the impact of technology on teaching and learning. Workshops were conducted on the following themes: breaking ground and examining the fundamental issues of education and skills; building linkages and aligning public policy with business reality; constructing a framework for work force development; and empowering a new work force development system and technology. The following were among the topics discussed at the workshops: importance of early childhood education; workplace competencies and skill standards; urgency of math, science, and technology education; welfare-to-work policy challenges in large states; principles of creating learning organizations; process of translating business work force needs into education action; school-to-work and the importance of effective teaching; public policy and workplace realities; private sector responses to today's work force realities; Global 2000 Project; role of public education; successful community strategies for linking work force development and economic development; and employer-employee contracts for the new U.S. workplace. (MN)

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Investing In Our Human Capital

Highlights of the

National Alliance of Business

1997 Annual Conference

September 29-October 1, 1997
Washington, DC

Conference Highlights: 1997

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Highlights of the National Alliance of Business was prepared and written by Eleanor Mower. The Education and Workforce Development staff coordinated and participated in the workshops. The summaries of the key points of each session provided the framework fo this document.

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Investing In Our Human Capital

Our nation's workforce system has undergone significant changes in recent years and promises to look vastly different as we near the next century. In September 1997, over 900 corporate leaders, educators, workforce development professionals, coalition members, employment and training specialists and government officials participated in the National Alliance of Business annual conference and centered their attention on the new realities in the workforce and the workplace.

Conference participants explored and learned about --- cutting-edge workplace trends--outstanding partnerships and model practices--new perspectives on traditional approaches--and the what and how their colleagues are addressing key workforce and education challenges.

Through a full agenda of general sessions, highly interactive workshops, breakfast discussion groups, and technology sessions, NAB's 29th annual conference structured its program around the topics of employability, management process, partnership alignment, and policy updates.

International authors, an Emmy award winning journalist, mayors, corporate presidents and experts and practitioners from around the country offered first-hand knowledge and tactics for *Investing in Our Human Capital*. The bottom-line message from both participants and presenters: Collaboration among all stakeholders is the only way to keep the American economy competitive.

Powerful plenary sessions set the tone and challenged the audience to think more broadly as they engaged in the many group discussions that followed. The two-hour group sessions were in-depth, interactive engagements between the presenters and the conference session attendees that invited different perspectives and opinions. Four distinct themes set the pace for the ensuing round of workshops:

- *Breaking Ground/Looking at the Fundamental Issues of Education and Skills*
- *Building the Linkages/ Aligning Public Policy with Business Reality*
- *Constructing the Framework/Looking to the Future*
- *Empowering a New System /Technology*

The following paper summarizes the key points and highlights and the implications for business.

World Class-Implications for Employers, Workers & Communities

Dr. Rosabeth Moss Kanter, a dynamic professor at the Harvard Business School and a consultant for governments and businesses around the globe, opened the conference with a challenging and compelling message on the global economy. Her presentation, "The New Frontier: Leveraging Human Assets", set the stage for the conference sessions. She highlighted many of the themes from her recent best-selling book, *World Class,* and from her latest book published in 1997, *Rosabeth Moss Kanter on the Frontiers of Management.*

Posing the question How can United States corporations gain a competitive edge in today's global market?, Dr. Kanter discussed the implications of the global economy on individuals, companies, and communities. She focused on the need for corporations to invest in "human assets" to become more productive and competitive in world business.

Key Points and Highlights

Global Economy. The current global market represents a fundamental shift in world power from producers to consumers. This shift in the economy arose in response to people desiring economic/purchasing choices. Consumers want access to the best products and services the world has to offer, which has fueled competitiveness across the globe. Businesses from all industries must now compete, "virtually instantaneous", locally and with those across the country and across the world.

Intangible Business Assets. The power of choice resides in the hands of the customer. To succeed on a global level, businesses need abundant stocks of three intangible assets:[1]

Concepts: The generation of knowledge: New ideas, innovation, technology, new ways to satisfy customer needs and new ways to think about productivity.

Competence: Investing in learning: Workers with the new levels of skills and the ability to use them are workers capable of providing quality customer service.

Connections: Emphasis on networks: Establish synergistic relationships that build partnerships with other businesses, suppliers, customers and the community. Learn and teach each other.

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[1]Kanter, R. M., 1995, *WorldClass: Thriving Locally in the Global Economy*, p. 37.

Human Resource Investment. Companies must support constant learning by investing in their employees. Fostering a learning environment is conducive to increased productivity in order to compete more effectively in the world market. Six key human resource investments were noted.

Spirit of Innovation: Invest in brainpower and support environments that contribute to trailblazers, independent thought, and experimentation.

Continuous Learning: Provide training to ensure that workers meet changing job demands and skill requirements. As companies strive to provide enhanced service to global consumers, training should be continuous and "just-in-time" to meet business needs.

Empowerment: Empowered employees use their knowledge and skills. They convert individual competence to organizational competence. Worker empowerment results from an organizational system that allows people to act and apply their skills and knowledge to the job.

Culture for Learning and Teaching: Corporate cultures should nurture and establish networks for knowledge sharing about best practices and be willing to explore untapped sources for innovative ideas. Management must create a culture where all employees learn and share information openly.

Appropriate Rewards, Recognition, and Compensation: Seek new ways to raise performance standards for all employees by praising excellent work and creating role models within the organization. Actively pursue forms of employee compensation, such as pay for skill, to reward workers for learning and using their skills.

Values and Community Service: Community service inspires employee motivation and commitment to the company. Sponsoring business/education partnerships and encouraging employees to participate in service activities encourage a close connection to the organization and symbolize value above and beyond financial success.

Challenges and Implications. Investment in human capital is a collaborative advantage. It helps business leaders and their workforce create world-class products and services that meet high standards; and it links to networks that build collective local strength. Developing and encouraging learning environments means investing in employees' workforce skills and their employability security through development and growth. In turn, employees will deliver quality customer service, be more responsive to consumer demands, and act as partners with the corporation to achieve customer-demanded results.

The Impact of Technology on Teaching and Learning

Presenter Timothy Price, President and Chief Operating Officer of MCI Communications Corporation, helped revolutionize the telecommunications industry by introducing award-winning branding strategies such as 1-800-COLLECT. As one of the industry's most respected executives, Mr. Price addressed the importance of achieving maximum productivity and growth by working "smart" with those who educate the young, as well as with those who train employees now and for the future.

His key focus centered on the efficient use of technology in education, both in the classroom and in the workplace. Recommending that business and education leaders set realistic expectations for technological performance, he shared first-hand strategies for maximizing technology in education and in creating partnerships to facilitate these endeavors.

Key Points and Highlights

Although technological capabilities have grown in leaps and bounds over the past few decades, most people's ability to comprehend, assimilate and make use of this information has not made similar progress. People need to learn to use technology as a tool and to use it more effectively in education and training. There are three pathways to reaching these goals.

Prudence: Setting realistic expectations for what technology can and cannot do. Technology is a tool to unleash potential and computers are excellent learning tools. However, students cannot be taught to work with machines to the exclusion of basic subjects such as history, math, science and languages. The most important consideration is for students to learn ways to think about and analyze the world. Proficiency in information technology can be useful in this endeavor, but computer training cannot take the place of basic skills.

Preparation: Devising strategies to make the most of technology as a learning instrument. Technology can play an important supporting role in the education process. Teachers should be prepared and trained to maximize its use as a learning agent. Distance learning programs, the Internet, interactive software programs, and universal access to email infinitely expand the realm of today's classrooms.

Businesses can put technology to use through "on-the-job" and "just-in-time" training--both attempt to provide training to employees in the midst of their daily work. Email access, intranet informational postings and interactive software give workers pertinent industry or company information as it becomes available. This knowledge and information can be put to immediate use to solve problems and respond to new challenges and events.

Partnerships: Bringing together different perspectives, agendas and constituencies to share diverse viewpoints and achieve a common goal. Despite innovations in training, companies cannot achieve their maximum potential in isolation. Partnerships by synergistic organizations bring professionals from across the range of businesses together with their counterparts in education and training to pool knowledge, experience and insights. That kind of partnership is crucial to current and future enterprise.

Challenges and Implications. To achieve maximum productivity and growth, those who run the enterprise and hire employees must work with those who educate the young---who will be the employees of the next generation---as well as with those who train the employees of next month and next year. To become more productive, new ways to train and educate ourselves and work with modern technological advances need to be created. Teachers and business employers should prepare to use technology in new ways, to innovate with teaching techniques, and promote active learning. That is the wave of our future.

Investing In Our Human Capital

Breaking Ground
Looking at the Fundamental Issues of Education and Skills

What are the short and long-range benefits of quality childhood education? What workplace competencies and skill standards are driving the new HR practices? And what are the dimensions underlying the concept of a learning organization? These are but a few of the questions that shaped these sessions and formed the platform for an impressive line up of presenters and panelists.

Session 1: The ROI of ABCs: Corporate Leadership in Early Childhood Education

This session identified the short- and long-term benefits of quality early childhood education, corporate strategies, and policies that support young children. Panelists presented best practices and ideas for investing in children and creating family friendly workplaces. Recognized business and education leaders provided ample opportunities for everyone to analyze their current leadership role in early childhood education.

Key Points and Highlights

Importance Of Early Childhood Education. Each person's workforce "potential" begins at birth, <u>not</u> at the work place or even K-12. Children develop during their first three years at an alarming speed. Human development hinges on experience; nature and nurture are intertwined. This rapid early development can be seen in the brain activity. At age two the brain is twice as active as the brain of an adult. Consider the following:

Outcomes of quality child care include: An increase in high school graduation rates; decrease in remedial and special education; lower teen pregnancy rates; lower involvement in the criminal justice system; higher rate of marriage; and higher rate of home ownership.

Child care studies show that: 66% of all preschoolers have employed mothers; 10 million children are in child care; only 5000 of the 30,000 child care programs are NAEYC accredited; 12 - 21% of child care situations are actually dangerous for children; 75% of child care situations are safe but children are not learning; turnover rate in child care is three times that of other industries; and it would take as little as 18 to 36 hours of training for child care staff to make a difference in the quality of child care training that can actually move many child care setting into quality environments.

Best Practices and Corporate Strategies That Support Young Children. John Hancock Financial Services has practiced "family friendly" initiatives for many years and believes in balancing lifestyles with workstyles and creating opportunities for their employees to volunteer (to give back) to the community. The result has paid off for the company. They get and keep good, skilled employees and this gives them an edge over other companies. Family Friendly options include:

- ❑ Flex time and telecommuting
- ❑ One-year personal leave
- ❑ Family care days
- ❑ Parenting seminars
- ❑ Family Resource Program (family counseling)
- ❑ Adoption benefits ($2,500)
- ❑ After school hotline (to address family needs
- ❑ On-site child care

Estimated "Return on Investment" for John Hancock has been $4.17 for every $1.00 spent:

Employee Time	$134,451
Increased Performance	$154,596
Employee Retention	$157,500
Reduced Absenteeism	$103,064
Health Care Cost Prevention	$ 46,200
Total Savings	**$595,811**

Hemmings Motor News, a small to mid-size business, believes that parental involvement in children's education is the key to the future workforce. They lobby for a shift in culture and thinking that puts a higher value on children. They have also expanded the business role and moved beyond merely CEO leadership by encouraging involvement across the board at all staff levels. For example, 40% of their employees take advantage of two full days with kids at school and 85% of employees take advantage of Community Paydays.

Mr. Ehrich, CEO of Hemmings Motor News, started a grassroots movement to encourage all parents to attend the first day of school with their children. This initiative has expanded throughout the community to neighboring towns, and this year, over 1,000 parents attended the first day of school. Result: This initiative affects hundreds of relationships, including Parent-Teacher, Employer-Employee, and School-Community.

Challenges and Implications. As research continues to build the case for focusing greater resources on early childhood development, business is directing their attention toward corporate strategies that support young children. From instituting family friendly policies and advocating for quality child care and education reform, to community involvement, business can continue to set examples and continue to be a leader.

Session 2: Workplace Competencies and Skills Standards: The Driving Forces Behind the New HR Practices

"It's a different way of operating now; it's constant survival. Each morning when the employees come in, our line workers receive a set of drawings and specifications and are expected to set up the process, determine the work. They create the game plan." This real scenario, given by moderator Kathy Walsh of IBM, opened the session and set the tone for discussing how changing HR practices in business have real implications for the education and training community.

Key Points and Highlights

Change and Workplace Practices. Driven by global competition, a growing number of employers are addressing change through new work practices, including reengineering of work processes, teamwork, and skill-based pay. Foremost in making such shifts successful is an internal evaluation of how the company values the skills of its employees. Answers to this question of valued skills translate into a variety of human resource strategies for employers. Most telling, however, is the shift by employers from assuming that a diploma or previous work experience ensures necessary skills toward the recognition that using workplace-defined skill competencies is a new basis for recruitment, hiring, training, and even promotional decisions.

Skill Competencies. Competencies represent the knowledge, skills, and abilities that are required for workplace performance. They usually take the form of "enabling" competencies, like strong communication skills, that are consistent with the SCANS skills, and also technical or domain competencies that are specific to the primary roles the individual has within the workplace. Skill standards are an effort by which firms across an industry will come to agreement on the key competencies across the industry, and then define performance measures that indicate desired performance. This type of activity is already taking place in 20+ industry areas across the U.S.

Challenges and Implications. Engaging in the change process was the firm, unanimous advice of the panel. "My experiences have been that there needs to be dialog in order to build energy in the [change] process itself," said Elaine Williams, Goodwill Industries. In fact, it was noted that teaming is a growing trend not only at work, but in society as well. Building expertise through the involvement of many people is required to solve complex community issues.

Higher education, in particular, needs to recognize the sea change of reality and reexamine the ways in which prospective educators are taught and trained. With regard to diplomas, the featured experts noted that diplomas are important *if* they map to skills needed in the workplace. This would mean SCANS skills and some work experience in high school, and greater levels of technical expertise and work application by college-degree students.

Panelists recommended a common language for communicating between parties. Competencies or skill standards can become this common language. Working with educators, business can help to create curriculum and instructional improvements that will better prepare students, including work-based learning opportunities.

Session 3: Preparing for Tomorrow Today: The Urgency of Math, Science and Technology Education

Math, science and technology education must be aligned and connected to the changes in the workplace. This session explored understanding the linkages between skill standards, business practices and various education and training reforms. It is this understanding that will prepare students for tomorrow's workplace and their future jobs.

Key Points and Highlights

The NAEP study was reviewed by panelist, Pat Forgione, Commissioner of Education Statistics, U.S. Department of Education. She noted that this longitudinal study drew from a national sample and tested 4th, 8th, and 12th graders on reading, writing, math and science. Overall, the results showed that math and science scores are improving slightly.

Margaret Cozzens, Division Director with the National Science Foundation, recommended district based professional development opportunities for teachers that would enhance their math and science pedagogy. Outcomes of these training opportunities include instructional materials teachers can bring back to the classroom, and the dissemination of lessons learned through train-the-trainer sessions led by teachers who have participated in district wide professional development opportunities.

Challenges and Implications. The invited panelists argued that educators must first determine what students must know and be able to do, then how teachers can communicate that information to students most effectively. In order to accomplish this objective, the panelists agreed that there are many opportunities for business to inform educators on the realities of the workplace and these opportunities must be continually created and supported.

Session 4: Large State Welfare-to-Work Challenges: Urban, Rural, Border - State of Texas

The private sector is a major customer of the workforce development system--and at the same time offers best practices to the public system. With states' new responsibilities under welfare reform legislation, Texas is moving in a direction that promises to bring the best practices from the private sector to bear on improving their workforce development systems. The guests in this session discussed the initiatives in Texas and how the private sector is relied upon as the primary driver in the state's new workforce consolidation and welfare reform.

Key Points and Highlights

Texas has one of the largest welfare populations and many of the recipients are Spanish speaking individuals with little or no job experience. Given that, the panelists stated that if successful reform was to occur in Texas, then people have to be given more than just job training. In addition to the training, they must also be given "soft" skills, like the ability to speak and understand English.

It is not the responsibility of business to hire welfare recipients at any cost. Workers must be assets to the company and must know and exhibit acceptable work ethic. There was agreement that there must be a commitment from public agencies and community-based organizations to support the efforts and requirements of business, if welfare-to-work reform is to be successful in putting people to work.

Challenges and Implications. The challenges discussed were similar to challenges all over the nation---childcare, transportation and retention. However, unique to Texas and states with large Hispanic populations, is the challenge of giving Spanish speaking individuals an understanding of the English language. And, the most effective way to make use of limited resources within the communities is to establish local partnerships. This widely held view was highlighted through this model: the community-based organizations provide "soft" life and social skills, and businesses provide the technical know-how to do a particular job.

Session 5: Creating a Learning Organization

Creating learning organizations means understanding four key questions that are basic to the concepts and practices of a learning organization. These include:

What is a learning organization?
Why is creating a learning organization important?
What factors should be kept in mind when creating a learning organization?
How do you go about creating a learning organization?

Key Points and Highlights

These questions opened the session with remarks from Ms. Brand, Workforce Futures. In her research, she has compared two types of learning, informal and formal, in a high-quality organization. Her points covered the what, why and where of informal learning and how it applies to workforce trends. She pointed out that both formal and informal learning take place in the teaching/learning process of any organization and that her findings found no challenges to the business practice of informal learning.

Other panelists focused on two issues: the human side of change in an era of technology and a look at how the best companies think. They stated that patient leadership and rewards for jobs well done create a loyal and productive workforce. For a strong, learning organization there must be skill development, open communication between executives and workers, a shared vision, and a people sensitive performance environment.

Challenges and Implications. All companies face the challenge of making decisions of strategic importance in the face of critical uncertainties. If businesses want to create the atmosphere of a learning organization, they need to find workers who are willing to ask questions and executives who share the commitment in developing skills training through a common agenda.

Investing In Our Human Capital

Building the Linkages
Aligning Public Policy with Business Reality

Strong connections to support the impending economic and workplace changes in our society require collaborating for results. Technological, economic, and societal developments have created new realities for public/private partnerships. This round of discussions brought together new ideas for connectivity for business, schools, educators, intermediary organizations, public policy makers, employees, trade associations, and others.

Session 6: "Just Tell Us What You Want!" Translating Business Workforce Needs into Education Action

Increasing skill and knowledge requirements in the workplace compel business leaders to find more effective ways of working with schools to ensure that graduates are able to be productive members of the workforce and of society. Peter Cappelli, a noted scholar on workforce issues, framed this session in terms of the changing nature of business involvement in education. Companies are moving beyond "corporate goodwill" activities and seeking better ways to reinforce the linkages between schools and work.

Key Points and Highlights

Panelist Bob Schwartz, president of ACHIEVE, the resource center for business leaders and governors, stressed that the movement to raise academic standards is alive and well and that corporate activity is pushing this agenda forward. He offered four strategies for business to work with schools in helping students achieve higher levels: 1) align curriculum, textbooks, assessments to the standards; 2) build the capacity of schools by investing in the professional development of educators; 3) create meaningful accountability systems and incentives, and 4) keep the public engaged and concerned with the efforts to increase student achievement.

This session divided into three breakout groups for more discussion. Participants addressed: specific ways necessary skills and knowledge for success can be translated into academic standards and curriculum; and, ways to let business leaders and other stakeholders in our nation's education system know that graduates can meet the skill requirements of work places, higher education and training.

Group 1: Tools. This group discussed ways in which employers and educators use Work Keys, developed by ACT and the Work Profiling System (WPS), developed by SHL, to bridge the gap between workforce skills and workplace skill requirements. Both of these computerized assessment systems measure individuals' knowledge and skills against the requirements of specific jobs. These systems facilitate instruction that enables students to improve skills that are valuable in the workplace.

Group 2: Transcripts/School Records. This breakout group discussed ways student records can be used in the hiring process. Each of the panelists spoke briefly about his or her corporate or community efforts to promote student records as one tool available for informing hiring decisions. Speakers emphasized that using student records is an important way that businesses can promote rigorous academic standards.

Guest Dalene Masi spoke about IBM's efforts to incorporate student records, which included a six month research period, followed by a very specific process by which applicants provide information about their educational experience and only produce a transcript after an offer of employment has been made. Doug Hill shared information on the Delaware Business Industry Education Alliance's statewide effort to promote the use of transcripts in the hiring process. HIRE Ed. purchased fax machines for every high school in Delaware so that they could respond to business requests for transcripts within 48 hours.

Denise May from Kodak, outlined current efforts to develop a means to best incorporate transcripts in the hiring process. Currently, a Kodak task force in Colorado is working to develop a method of involving student records. Locally, Kodak has been actively supporting Rochester, New York's efforts at creating a "Certificate of Employability".

Debbie Weiner and Joe Farrell completed the panel by discussing efforts in Philadelphia to create a transcripts campaign, noting that there has been much resistance and many roadblocks along the way. The Philadelphia PIC used transcripts this summer to help place students. Next summer, applicants to the program will be required to provide a transcript.

Group 3: Assessments. The third breakout session focused on both state and national efforts to create assessments that will provide students, parents, teachers, and community members with valuable information about how districts and schools and individual students are performing.

Mike Cohen, Special Assistant to President Clinton for Education, presented the President's plan for voluntary, national tests in the fourth grade for reading and the eighth grade for math. He stated that these tests would empower parents with information not now available, and would facilitate international benchmarking of individual achievement against students in the best performing nations in the world.

Maryland is one of the states leading the movement toward reporting on individual student data and developing end of course tests which will assess what students know and are able to do. The business community has worked closely at every step of the standards setting process and continues, in assessment development, to ensure that the skills and knowledge for success in the workplace are being taught and learned in schools. Leaders in the business community support linking the tests to the high school diploma, thereby increasing the standards required for graduation.

Challenges and Implications. Throughout the breakout sessions, one theme was clear: no matter what tools, assessments or efforts are implemented, the most important action is to support open dialogues and active partnerships between schools and employers. Only with business involvement and engagement can schools ensure that they are preparing students for the challenges of an ever-changing economy.

Session 7: Effective Teaching is at the Root of Growing School-to-Work

School-to-Work provides relevancy to classroom studies and structured work-based learning. Preparation of teachers to deliver an education that relates meaningfully to the world beyond the classroom is a critical factor of school-to-work's success. This interactive discussion explored the role of employers and intermediary organizations in ensuring that teachers are knowledgeable about the skills of the emerging workplace and have the ability to develop relevant classroom activities that address the skills the modern workplace requires.

Key Points and Highlights

Marilyn Rauth, panelist from the National Commission on Teaching & America's Future, opened this session by presenting the general picture of the teaching force and the challenges it faces. Rauth pointed out that the teaching force is bimodally distributed in terms of qualifications and experience in teaching effectively. For instance, she noted that almost a quarter of teachers do not have a minor in their teaching area — this holds true of 33% of math teachers and 17% of science teachers, which is of concern considering that math and science are becoming critical areas of mastery in our increasingly technological society. Rauth did note that because half the teaching force is retiring in the next decade, this provides an excellent window of opportunity to raise the standards of the next teaching force.

Leslie Graitcer administers grants to bring teachers into the workplace through the BellSouth Foundation. BellSouth is a company that sees the urgency in bringing students up to the very highest standards. Therefore, they have grabbed the chance to help teachers experience the workplace and thus make curricular changes as a result. *Some lessons learned*: businesses are not well-prepared for teachers, sometimes providing a superficial show-and-tell; teachers want to be exposed to a variety of departments to see how they work together; teachers need to be

prepped before going to the workplace so they know what to look for; and there should be ways for these teachers to train other teachers.

Peavey Electronics, along with Mississippi State University, has developed a five-week program for teachers which gives them the opportunity to actually build something at the plant with their hands. First priority in the program is given to teachers in physics and tech prep. Teachers must return to their respective districts after their experience to provide in service training. *Lessons learned:* bringing teachers into the workplace is well worth their time and effort; employees at the plant really appreciated the company's involvement in public education; the company was amazed at the lack of understanding teachers had of the workplace, even those teachers in vocational education (i.e., art teachers were surprised to see the use of 3-D animation at the plant); the experience really worked.

Challenges and Implications. If teachers are not educated on what goes on in the workplace, then school-to-work will ultimately fail. Businesses need to understand that if they want to bring teachers into the workplace, it must be done in a meaningful way; a simple tour will not do. An effective model needs to be developed for bringing teachers into the workplace. Employers could possibly help schools in the process of reallocation of resources. Businesses need to realize that they teach everyday, but in a hands-on manner; how can they translate this for teachers?

Session 8: Baldrige as a Change Strategy --Bring Order to the Chaos: Collaborating for Results

Successful organizations respond to "the voice of the customer." Different customers have different, but valid, requirements, therefore, there needs to be systems in place to align the various customer requirements. Is there a better way to communicate across jurisdictions and implement reforms? This session answered that question by discussing how to use the Malcolm Baldrige National Quality Award Criteria. The Baldrige Criteria framework is an integrated management system and has application as an alignment strategy for and across school districts, non-profit organizations, workforce development boards, social service agencies, companies, and coalitions.

Key Points and Highlights

High performing organizations focus on the nexus among three factors: (1) the *focus* (a *clear direction*) - vision, mission, goals, objectives, and team charters; (2) *efficiency* (the *methods*) - reducing cycle time, process improvement, training, measurement systems, and statistical tools; and (3) *coordination* (the *integrated management system* that coordinates all of the efforts) - strategic and operational plans and Baldrige-based assessments. All three factors are essential to improving organizational performance: Methods plus an Integrated System without Focus creates random acts of improvement; Focus plus an Integrated System without Methods takes longer; Methods plus Focus without an Integrated System does not produce improvements.

The Baldrige "model" can be applied as an integrated management system at all levels, *vertically* in education, from individual classrooms to state departments of education and *horizontally* in communities, across workforce development entities.

Pinellas County Schools (the 22nd largest school district in the country, located in the Tampa Bay/St. Petersburg area of Florida) is beginning to demonstrate performance results. Student achievement is increasing inside classes and schools that are using the Baldrige Criteria as the basis of their instructional model and their school improvement plans. Instead of each teacher "fixing" one student at a time, all of the students in the class look at their achievement data (in math, English, and writing) and improve their performance collectively.

Challenges and Implications. Students, even as early as kindergarten, can articulate their use of quality. Business leaders can then see firsthand evidence of improved performance -- students demonstrating skills that are increasingly important in the emerging and future workforce.

Increasing numbers of states are focusing on meeting higher academic standards. What is needed is a process to meet the standards. Baldrige, as an integrated management system, provides that process. The use of the Baldrige Criteria provides a common approach in aligning organizations so that business, education, and government leaders can work together to enhance performance across all sectors. It is a strategy that aligns priorities across local jurisdictions.

Session 9: Aligning Public Policy with Workplace Reality

Many provisions of law or regulations impede firms as they strive for workforce flexibility, customer satisfaction, and quality. Compensatory time for hourly workers and employee participation teams are examples of public policy that was slow to change, causing gaps that interfere with business ability to remain competitive. Participants in this session discussed how the disconnects in policy affect business and how key public policy areas can be changed.

Key Points and Highlights

Technology is creating a rapidly changing flexible business environment. Today communication and news are instantaneous and, due to the emergence of electronic commerce, the marketplace is sleepless. The workforce is no longer traditional-- technology and training is available to everyone. Those who take advantage of the changes are able to work wherever they want for as long as they want. The flexibility of today's market empowers workers through choice. Yet, the legislation that regulates workers is not flexible, nor rapid. It no longer protects or serves today's workforce.

Challenges and Implications. Congress has not produced significant, comprehensive labor legislation in the past 50 years. Today's high-tech market is being regulated by industrial era legislation. Government must realize that by trying to protect jobs they are limiting opportunities.

It is possible to protect the basic securities to which employees are entitled while maintaining business flexibility.

Session 10: The Talent Alliance-A Private Sector Response to Today's Workforce Realities

AT &T developed and launched an innovative, non-profit consortium of companies to identify and define key issues confronting industries requiring high skills, and to help both workers and employers address the effects of a rapidly changing economy and labor markets. Through the use of a database, innovative training and education courses, and advanced technologies, including internet, video, and other on-line services, the Talent Alliance helps people network for the right jobs and companies search for the right people with the skills and achievement levels they need.

Key Points and Highlights

While skill training is not lacking, in some industries, it does not meet the quick shifts in the labor market. In the constant changing economy, companies want zero "down time" and quick transferability of skills. Currently, companies report experiencing about a 40% lost opportunity, in that they cannot meet the demands of the market due to unskilled labor. The solution is skill training and development via the Internet combined with company intranet to create a virtual community.

The Talent Alliance is one practical solution. It recognizes that the speed of growth for a company must meet the speed of skill development in the labor market. While not the only model, the Talent Alliance is a network of interdependent partners--companies, educators and academics, and trade associations--that strive to meet the growing needs of employers and employees.

Challenges and Implications. The Talent Alliance is a coalition of companies designed to meet the ongoing challenge of promoting employability and nurturing skill competencies in today's workforce. With current technological, economic, and societal developments, companies can no longer guarantee lifetime employment for their workers. The Talent Alliance responded to shifts in employability--shifts from a system of monopolies to a system of collaboration--in order to balance downsizing efforts and accelerate communication, personal job security, and life long learning.

Session 11: Global 2000 Project

What if you found out tomorrow that only 15% of your production employees could explain problems in English and some not at all? Or, what if only 15% of your workers could read documents accurately, half not at all? Factual information from a small manufacturing business,

these numbers point directly to the important but often hidden need for basic literacy training in connection with the workplace.

Key Points and Highlights

Global 2000 is a National Workplace Literacy Project, directed by Lloyd David of the Continuing Education Institute in cooperation with eight Massachusetts business partners. A model program for promoting literacy training at the worksite, this program emphasizes teaming and worker involvement as the means to accomplish training goals.

Thirty years ago (1967), there were no "training departments" to speak of, but today, the word training is used frequently. As basic workplace requirements continue to increase, employers are faced with the necessity to train and continually retrain workers to remain competitive in global markets. Still, not all employers are ready to risk the long-term potential for the immediate time and dollar resources required for a literacy training program.

Panelist Deborah Miller, Corporate Training Manager for BIW Cable Systems, Inc, went through multiple efforts at multiple companies before her message of basic literacy training for workers was heard. She acknowledged that most employers don't recognize the potential benefits from this training investment, if only in terms of the cost of opportunities lost. Miller urged employers and/or training managers promoting change to heed the following: "Any literacy training should be done in the context of the work at hand, but also within the context of a larger, organizational commitment to training."

Results to be Gained. Fire Control Instruments, a member of the Global 2000 project, measured astounding results in its literacy program. In a survey of supervisors, the Continuing Education Institute sought to determine work performance of employee/participants in the English as a Second Language Program. Before their ESL program, 30% of employees could understand verbal instructions and key terms related to their work, and 55% could read, interpret and understand work instructions. After the ESL program the results jumped to 75% and 90% respectively.

Panelist Les May, Director, HRD Director, at Chomerics Division of Parker Hannifin Corporation, enlisted the resources of the Global 2000 project when he noticed troubles with placing recruits. First, there were a number of applicants who were qualified technically, or even worked in temporary status, but did not have the communication skills to pass the company's hiring exam. Secondly, productivity had slowed compared to previous years. Chomerics adopted a literacy program as one answer to addressing their hiring dilemma.

Investing four hours per week in ESL training -- two hours on work time, two hours on employee time -- produced the following: not only were the critical measures of reading and comprehension up, but as May pointed out, "we had a more confident work force, displaying better moral, greater productivity, and greater employee commitment."

Challenges and Implications. Moderator Lloyd David postulated that using teams promotes accountability and collaboration through utilizing the efforts of stakeholders at all levels. From senior executives to production associates to maintenance, a range of participants demonstrates leadership commitment as well as an appreciation of differing points of view. The process offers continuous learning for those on the team and their constituents as they resolve project milestones around resources, organizational issues, management support, and institutionalization of the effort.

Outcomes from the business sites include better communication through more immediate feedback and a quicker transfer of knowledge to the production floor. This allows individuals and the company to manage change better through greater flexibility, adherence to ISO standards and greater confidence in capabilities. Employers also note that employees become resources, creating a multiplier effect for efficiency and on-the-job learning.

Continuing Education Institute is a clear example of an organization acting as an "intermediary" between business, educational providers, and others in a consortium for increasing employees' workplace skills. Through this project, companies save time and money, team members learn new skills, and firms meet their educational goals. The fact that six of the eight Global 2000 project members have continued to fund their respective efforts is a telling sign of the ongoing value that training provides for both workers and the company.

Investing In Our Human Capital

Constructing the Framework
Looking to the Future

Competitive advantage means maximizing the potential. These sessions examined the need to focus on the competitive advantages of integrating resources and services--both in the public and private arenas. Presenters provided fresh perspectives on welfare reform, public education, regional economic initiatives, and the linkages between workforce and economic development.

Session 12: Welfare-to-Work: A Win-Win Situation for Employers

On August 22, 1996, President Clinton signed a bipartisan bill, supported overwhelmingly by the American public, designed to radically reform the country's welfare system. The new law, called the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), fundamentally redesigned the welfare system. For the first time in history, welfare recipients' benefits become subject to time limits. This session brought together the key partnership elements for success in welfare-to-work and examined many successful strategies happening across the country.

Key Points and Highlights

With America in the midst of the best economic conditions in 30 years, there is no better time to bring together the mutual interests of business and people needing employment. Finding workers to sustain America's economic growth is becoming one of the most crucial concerns of business owners and managers across the country. The large pool of workers within the welfare system can be recruited and trained to fill many available entry-level jobs, as well as other positions that are currently being created. Visible successes have been achieved by companies such as United Airlines, General Contractors, Standard Furniture, and Cessna, to name a few.

With states scrambling to meet the deadline for reducing the numbers on their welfare rolls, corporations are indicating their desire to get involved. They are also asking for assistance in finding community partners and in understanding the public bureaucracy, and in finding welfare clients to hire. Invited presenters shared their companies' strategies in finding community partners, setting up on-going relationships, and establishing partnerships with service providers to preserve a flow of quality job candidates.

Challenges and Implications. President Clinton's welfare reform initiative promises a significant role for business through the unique partnerships being forged between the public and private sectors, as welfare clients leave public assistance and join the nation's workforce. Visionary companies with a high turnover of entry-level jobs are embracing welfare reform because it makes good business sense to tap into a new, reliable source of recruits.

Session 13: Redefining the "Public" in Public Education

The business community is leading many efforts to provide excellent educational opportunities for all students and to increase student achievement. Exploring the role of "public" education, presenters focused on various ways businesses can support alternative education delivery systems, including charter schools and the voucher system.

Key Points and Highlights

Bruno Manno, a senior fellow from the Hudson Institute, provided an overview of how education reform efforts are aimed toward designing means and establishing ends to ensure high school graduates have a stronger set of skills and work based competencies. He identified five driving forces guiding the reinvention of public education: 1) shifting power from producers to consumers; 2) focusing on results and determining how quality is evaluated; 3) demanding accountability across all major stakeholders and institutions; 4) offering families various choices of different schools; and 5) fostering professionalism.

Alternative approaches to the delivery of education. Edison Project is a privately sponsored initiative that creates innovative public schools that operate on current public school spending. Their curricula include: 1) a strong academic program for all students that prepares them for higher education and success in the workplace; 2) access to technology both in the school and the home; 3) highly skilled professional teachers; 4) a longer day and school year; and 5) periodic, quantifiable assessment of student's progress.

Education Alternatives, Inc. created a unique consortium, Alliance for Schools That Work, which forged world-class companies together to concentrate their individual expertise in Baltimore's schools. Education Alternatives, Inc. made a commitment to develop effective learning environments and improve student performance.

Under the Golden Rule Insurance, business leaders provided leadership in Indianapolis to ensure all disadvantaged children have access to educational choices. Because of this leadership, such initiatives are coordinated by Children's Educational Opportunity Foundation, a national clearinghouse of information on privately funded voucher programs.

One such effort is the Partners Advancing Values in Education Scholarship Program (PAVE), a Milwaukee program that has provided half-tuition scholarships to more than 11,000 low-

income students, all of whom have resided in Milwaukee. Families of these students used PAVE scholarships, and some portion of their own resources, to send their children to any of the 100 private elementary and secondary schools. To date, PAVE has been applied as a model for other corresponding programs in 21 cities across the nation.

Henry Ford Academy of Manufacturing Arts and Sciences is a public charter high school sponsored by Ford Motor Company in partnership with the Henry Ford Museum & Greenfield Village. The school opened August 27, 1997, with its first class of 100 ninth-grade students and plans to reach its capacity of 400 students by the year 2000. This is a new shared culture of learning, which combines the expertise across business, higher education, cultural nonprofit organizations and public education.

Baltimore Academy of Finance History is a member program of the National Academy Foundation founded in 1987. The program is an intensive four-year school-to-work program that provides high school students an opportunity to engage in highly structured academic and internship experiences in a wide array of financial professions and trades.

Challenges and Implications. Education reform efforts are aimed toward designing means and establishing ends to ensure high school graduates have a stronger set of skills and work based competencies. Business leadership advances many innovative ways to achieve this goal through partnerships, consortia, commitment, and choices, alternative ways to the delivery of education can be offered.

Session 14: Linking Workforce Development and Economic Development: Successful Community Strategies

Economic regions compete daily on a global basis to provide jobs and income for their residents by attracting businesses and supporting their growth. Industries can grow only in regions that provide the workforce size and skill levels required to compete. Panelists engaged session participants in identifying the common linkages in workforce and economic development--linkages that facilitate an integrated regional development strategy.

Key Points and Highlights

More than ever before, workforce and economic development efforts are being linked in communities throughout the country. These efforts work to coordinate economic trends, labor shortages and industry growth with business, government and community-based workforce development initiatives. The ultimate goal is to develop an efficient and unconstrained labor market.

Challenges and Implications. For workforce and economic development linkages to be successful, efforts must be employer-driven; developed through partnerships and regional in

scope. Employers must be engaged throughout the entire process, from defining the problem and shaping the solution or strategies to implementation. Future issues to be considered are filling the gaps--going to scale--and performance-based assessments.

Session 15: An Employer - Employee Contract for the New American Workplace

There is no longer any such thing as a stable, secure job. The challenge of workplace change may be unsettling to employers and employees. To meet this challenge, companies and their employees must identify their mutual interests in dealing with change. The objectives of this session were to 1) explore the effect of change on the employer-employee relationship, 2) identify the new rules, new contracts, and new dimensions that characterize this changing relationship; and 3) identify and discuss areas of agreement and disagreement between employers and employees regarding this emerging relationship.

Key Points and Highlights

Panelist Bob Baugh noted that the period of corporate restructuring and downsizing that foreshadowed the changing employer-employee relationship has affected worker security. Declines in workers' benefits, the erosion of pension plans, and the failure of wages to keep pace with productivity have contributed to workers' sense of anxiety (although the current economic upturn has alleviated some of this anxiety). Brian Flores pointed out that the most recent Towers-Perrin Workplace Index indicates that employees are satisfied with their jobs and have accepted responsibility for their careers. However, employees do not feel that employers are living up to their obligations in the new employer-employee relationship.

The new employer-employee relationship recognizes the partnership between employers and employees in the struggle to stay competitive. In this partnership, changes in organization design and technology are aligned and coordinated with companies' investments in people. There is a long-term commitment on the part of both partners to ensure the worker's employability. Employees are provided opportunities, through individual and collective involvement in problem-solving and individual and collective involvement in decision-making, to use their skills and demonstrate their commitment. Further, employees receive both tangible and intangible rewards for their work.

The two company presentations illustrated different approaches to realizing this new employer-employee relationship. Jill Kanin-Lovers presentation highlighted IBM's effort to support the necessary changes within the company (see accompanying table) by implementing Career Fitness Centers. These centers provide information, resources, services and tools linking employee's work and career needs with IBM's business strategy. The goal is to develop a career resilient workforce -- motivated employees with the right skills at the right time in the right place. Within this approach, the employee provides skills aligned with business, solid

contribution and performance, a focused but flexible attitude, and a dedication to life-long learning. The manager's role is to provide the employee with support, business information, and performance feedback, while the company's role is to provide support and resources for skill development, as well as business information.

IBM's strategy balances a national and a local focus. The national level provides strategy and coordination, intranet and other technology, communications and education, and an on-line job posting service. Resources at the local level include counselors, seminars, and invited speakers. IBM is also operating a distributed services pilot which offers employees remote counseling, on-line self-assessment tools, and audio tapes.

There are several steps in the career fitness process. First, employees measure their current fitness level. Then employees work with counselors to explore internal and external career options. Once a decision on a desired career is made, employees work with the counselors to create a career development strategy. Finally, the employee, with support from IBM, commits to action on the strategy. IBM is convinced that everyone benefits from this approach: employees enhance their employability, managers get qualified workers, and the company obtains a career resilient workforce.

Changes Within IBM

	From	To
Leadership	US focused Product out Hierarchical	Global Customer-in solutions Matrix
Skills	Generalists Technicians	Experts Technicians & team
Culture	Conformity Relationship driven Rules driven Values me Guaranteed employment	Diversity of roles Performance driven Enabled Values us Employability

Barnett London's presentation on the Nabisco Biscuit Company focused on the company's partnership with the Confectionery, Baker, and Tobacco Workers Union (CBTWU). Nabisco's relationship with CBTWU has changed through the decades: in the 70s, the company placated the unions; in the 80s, they played hardball; and in the 90s, they have focused on identifying common interests. The partnership between the company and CBTWU has evolved through three periods of negotiation: a Mutual Cooperative Understanding (1988), a Participative Work Agreement (1990), and finally, a Partnership Agreement (1994).

The Partnership Agreement, which was negotiated at the national level and is being deployed into local facilities, revolves around five core elements: changing roles and responsibilities, empowerment, work design, employment security, and rewards. Over the course of a year, the company and the union created a framework that provides a vision of a high performance workplace. The vision includes a broad statement, specific plan, and expected results for each core element. The framework forms the basis for a self-assessment that locals use to determine the state of labor-management relations in their facility. The framework and self-assessment results are then used to create an improvement plan for that site. The company also provides training for line managers to prepare them to be resources (versus bosses) under the new system.

Challenges and Implications. Both Bob Baugh and David Levine noted that IBM and Nabisco represent the "high road" to competitiveness, with employers and employees serving as partners. They identified two caveats to the rosy picture presented by these companies. First, there is a low road to competitiveness. Historically, there has been a series of attempts to change the employee-employer relationship (e.g., quality circles, quality of worklife, employee involvement), many of which have not produced stellar results. The successful creation of high performance work organizations will require significant investments in information, education, and other resources. Yet research data shows few businesses implementing high performance work practices and limited business investment in training. The growth of the contingency workforce suggest that many employers prefer alternative courses of action -- moving labor off-shore, creating virtual organizations, and relying on new technology -- to creating productive employer-employee partnerships.

Second, the old model of lifetime employment never really applied to many people, but federal and state policies make it appear as if everyone were employed by IBM. The real challenge is to get the small and mid-sized firms that are the foundation of local economies to adopt high performance work practices. The current system does not provide an easy way for these companies to adopt high performance work practices.

David Levine argued that a system for everyman would have: more secure pension assets; a stable health care system; common skill standards across industries; financial resources to access training (e.g., flexible loans and scholarships); access to labor market information, job search, and career development services; report cards on education and training providers; and a way for companies to be recognized for their investments in human resources (i.e., certification of organizations that invest in people).

Investing In Our Human Capital

Empowering a New System
Applications of Technology

Technology affects the pace and nature of change in the workplace. Seven concurrent sessions provided hands-on demonstrations and showcased successful technology applications for both the private and public sectors. Each technology showcase ran repeatedly in 25-minute segments and allowed additional time for Q & A's from the participants. Everyone had opportunities to look, learn, and walk away with valuable information and new ideas!

National Community College Workforce Development Database

The AACC/NETWORK Community College Workforce Development Database: An on-line resource for developing curriculum and programs.

Talent Alliance and "The Internet Cafe"

Career and business growth centers: personal assessment tools, industry trend analysis, and high-tech matching system.

PBS-The Business Channel

Technology based learning: PBS-The Business Channel, a leader in distance learning; satellite videoconferencing.

Coopers & Lybrand In$ite Software

A user-friendly financial analysis model for education that provides school districts with management information on their expenditures by function, program, and location.

C4SISD-Measuring ROI in School Operations

A powerful, K-12 specific district-wide, single application software to capture all costs of delivering specific services in fully accessible detail.

Winning Teams: A Distance Learning Program

Interactive training program for parents of young children and early childhood professionals.

America's Talent Bank

A no-fee electronic resume service for job seekers and employers via the Internet.